Utah CGP-Guidance Activities Actic.. Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Delta Middle School_   District _Millard_

Target Group:(whole school, entire class) _6th Grade Class_

Target Group selection is based upon the following data/information/school improvement goals: _Academic/Learning Development_

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students will receive a better understanding of academic performance and requirements during their middle school experience.	Academic/Learning Development Life/Career Development Career Future Computer program. Students will learn and understand graduation requirements for middle school.	Classroom presentations in all 6th grade classes. SEOP forms.	Counselor John Holland's Assessment Test SEOP Forms.	Discussion from booklet "How to Get Good Grades". John Holland's Personality Assessment Test given. SEOP form filled out with personal information and goals set.	Start Date: September 2004 End Date: May 26, 2005 (End of 4th Term)	145 6th Grade Students

David V. Sny   _May 17, 2005_   May 17, 2005   Kirtt Myers

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP- Closing the Gap Results Report (~~Small Group~~) LARGE GROUP 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School __Delta Middle School__ District __Millard__

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kirtt Myers	6th Grade Class	John Holland's Test. "How to Get Good Grades" Booklet. SEOP Forms	Start Date: Sept. 2004 End Date: May 26, 05	145 6th Grade Students	Students completed all forms and determined their personality type for careers and completed SEOP information.	Students have a better understanding of middle school requirements and expectations. Goals were set and many achieved. They understand the importance of completing all necessary requirements to advance on to the 7th grade and participation in the 8th grade graduation ceremonies.	Personal visits and classroom presentations are essential. Students felt more at ease with a new school and new programs. Continuing the tracking of the students as they progress through middle school is essential.

David V. Style
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Principal's Signature

May 17, 2005
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Date

May 17, 2005
_____
Date of Staff Presentation

Kirtt Myers
_____
Prepared By

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**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School_ Delta MIddle School   District_ Millard

Target Group:_ 8th Grade Students - Graduation Requirements

Target Group selection is based on the following data/information/school improvement goal:_ Academic/Learning Development

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Student Academic Achievement.

Advancement from 8th Grade to the High School.

To understand the importance and relationship between school, home, community, and work. | Academics: Students will acquire the attitudes, knowledge, and skills that help contribute to effective learning in school and in all areas in their life.

Students will complete all necessary require-ments to advance to the High School. | Individual meetings with the targeted students.

Communication and involvement with parents, through phone calls and/or meetings.

Documentation of all meetings. | Counselor and Administrator when necessary.

Secretarial support.

Newsletters

Summer School mailing. | Evaluation of transcripts and grades during the terms (midterm) and the conclusion of each grading period.

Feedback and concern from teachers.

The number of students who successfully complete the necessary requirements at the end of each term. | Start Date: Sept. 2004

End Date: Conclusion of 4th Term. May 26, 2005 | 153 8th Grade Students. |

David V. Styler   May 17, 2005   May 17, 2005   Kirtt Myers
_____   _____   _____   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By
*adapted from the ASCA National Model: A Framework for School Counseling Programs

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School Delta Middle School   District Millard

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kirtt Myers	153 8th Grade Students	Advancement Requirements. Transcripts of each of the 8th grade students each quarter. Newsletters. Correspondence with parents.	Start Date: Sept. 2003 End Date: May 26, 05	Transcripts and reports were printed at the end of each quarter. An evaluation was made grom grade performance. Students in jeopardy were interviewed and credit recovery plans were put into place. Parents were notified and became an important part of recovery plan.	Out of the 153 students who were targeted, 147 of them completed all necessary requirements to advance to the High School. The remaining 6 students who did not complete their reuirements will be attending summer school, and have been counseled as to how to complete those needed requirements.	Students were counseled and were able to complete all reuirements and goals for 8th grade graduation They received an understanding of the connection between middle school and high school.	Early and continual intervention is crucial in the success of the students who are at risk in academic performance.

David V. Styk   May 17, 2005   May 17, 2005   Kirtt Myers
_____   _____   _____   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By